

School District No. 33 (Chilliwack)

Syós:ys lets'e tha'ále, lets'emó:t
One heart, one mind, working together for a
common purpose.

April 12, 2023



Calls to Action

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.



Division 26K Ms. Ong

Thank you to the Musqueam, Squamish, and Tsleil-Waututh Peoples for letting us live, play, gather, learn, read books, and make friends on their unceded lands. We need to share and care for one another. We learned that many Indigenous Peoples went to Residential Schools, and they missed their families. We need to remember that Every Child Matters.



SPACE GUIDELINES: A COMPARISON

Accountable spaces

Safe Space Guidelines ❌	Brave Space Guidelines ❌	Accountable Space Guidelines ✅
Impossible for organizations to anticipate participants' evolving triggers.	An unbalanced onus of bravery of marginalized communities to maintain bravery while sharing lived experiences to ensure allies can grow and learn from it.	Places an equal amount of onus for all to behave equitably and inclusively to foster a deeper understanding of diverse lived experiences in REAL-TIME.
Impossible to guarantee complete safety since we cannot control people's behaviours or actions to embed DE&I principles in their actions during and after the conversation.	Negates the daily bravery marginalized communities need to display to navigate workplaces and society. Also, it does not lighten marginalized communities' "burden of bravery."	Creates a REAL-TIME opportunity for EVERYONE in the discussion to challenge the conditions that are oppressing marginalized communities by demonstrating accountable and equitable behaviours and actions.
It does not allow allies and non-marginalized people to show allyship in action by following a set of guidelines to support accountable conversations that foster inclusion and equity.	It does not allow allies and non-marginalized people to show allyship in action by following a set of guidelines to support accountable conversations that foster inclusion and equity.	Intent and impact are rooted within accountability to promote actions, thoughts, and behaviours that are equitable and inclusive of marginalized communities.

The role of a trustee

- Improve outcomes for students
- Hire CEO
- Budget

If there is no transformation inside of us, all the structural change in the world will have no impact on our institutions.

Peter Block

Basic Human Needs

- Belonging, relatedness or connectedness
- Autonomy: a sense of control in one's life
- Mastery or competence
- Genuine self-esteem: not dependent on achievement, attainment, acquisition or valuation by others
- Trust: a sense of having the personal and social resources needed to sustain one through life
- Purpose, meaning, transcendence: knowing oneself as part of something larger (spiritual, humanistic, or as part of nature)

*Mate & Mate, 2022



Personal work - thinking time

What is your Deep Why?

- Why did you run for trustee?
- What brought you to this work?
- What compelled you to want to serve in this way?



Communities of Belonging

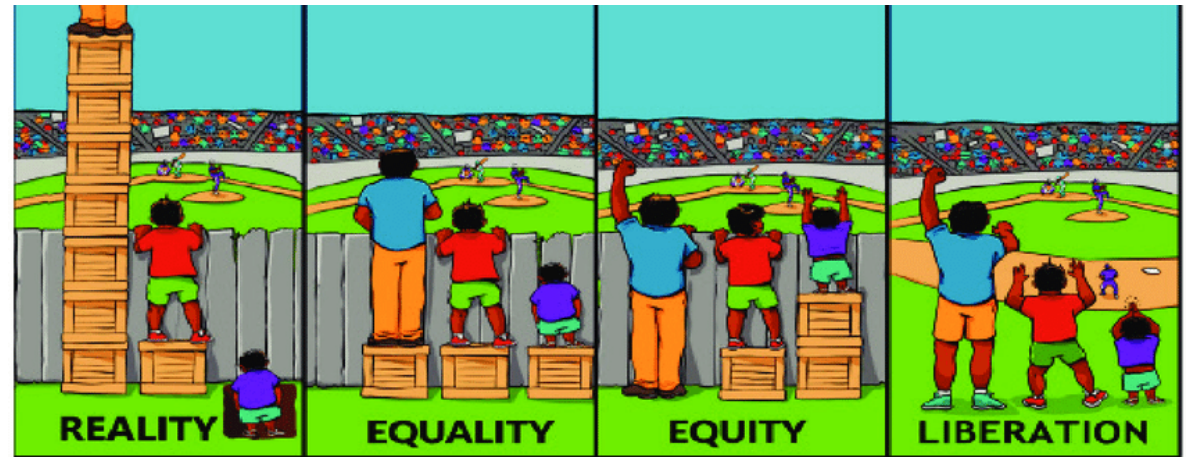
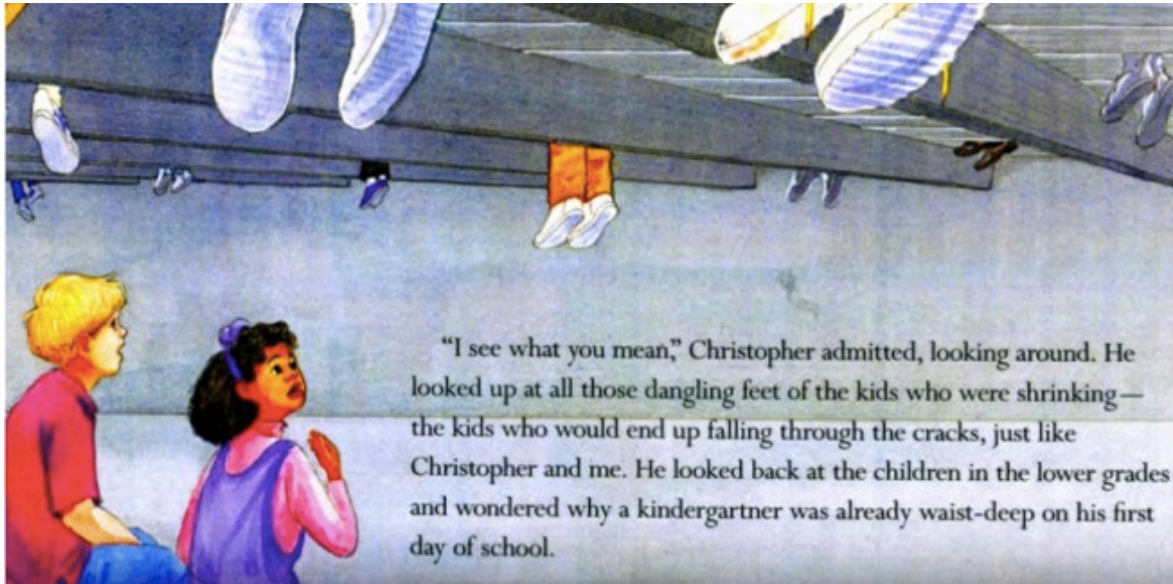
My guiding principles

- Equity is the spirit
- Humility is the lens
- Leadership is the how
- Education is the opportunity



What is equity?

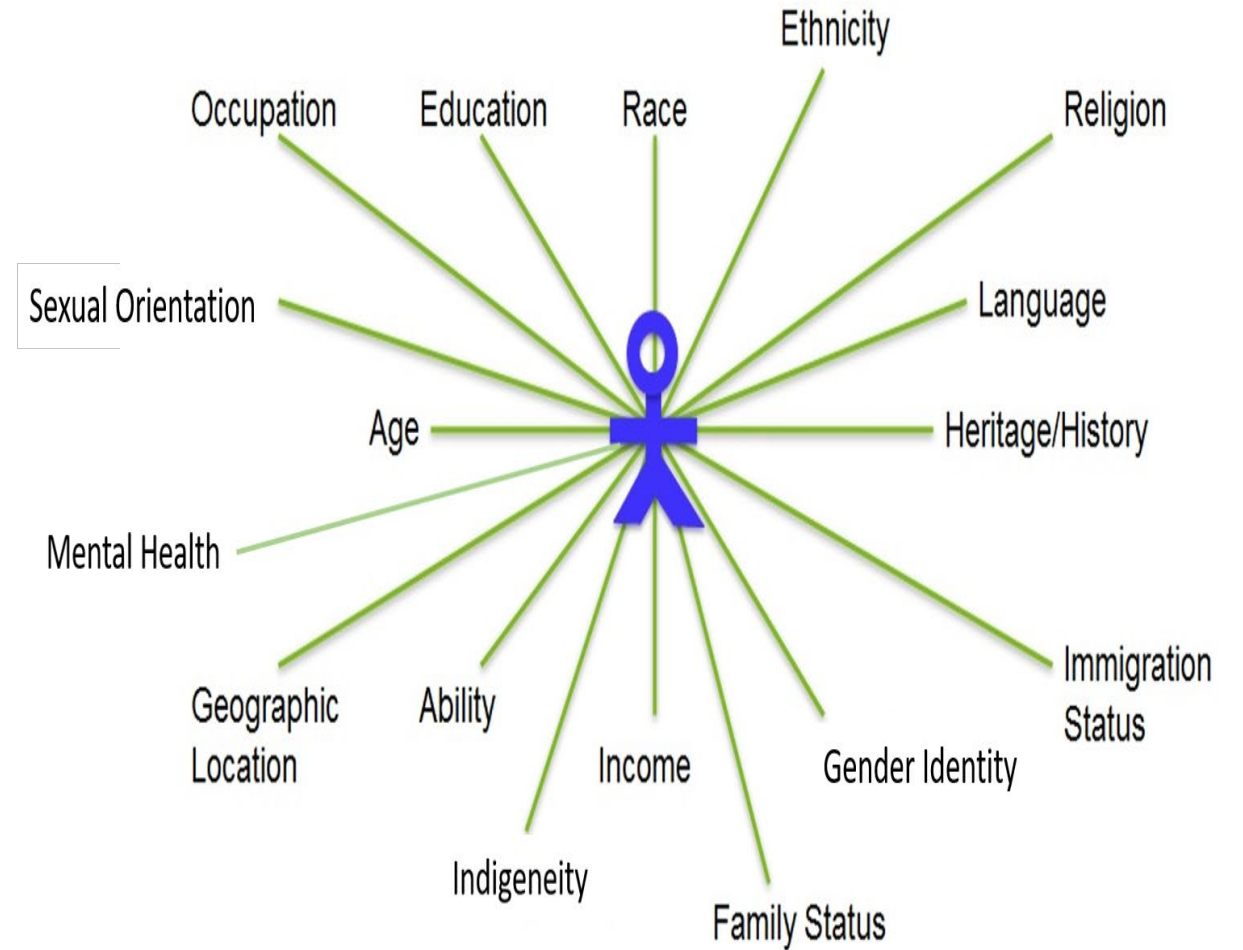
To define equity, we must first recognize inequity ...



Recognizing inequity

Research shows that critical consciousness — the ability to recognize and analyze systems of inequality and the commitment to take action against these systems — can be a gateway to academic motivation and achievement for marginalized students.

**El-Amin et al., 2017*



Disaggregated data

Data from January 2021:

Unemployment Rates

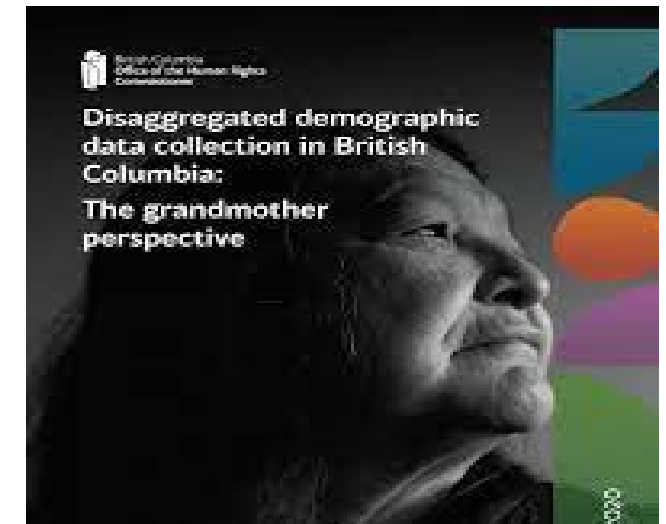
- 13% Black Canadians
- 11.4% Indigenous
- 7.7% Non-Black Canadians

Racialized groups living in poverty in Canada

- 58% in Vancouver
- 62% in Toronto

**Data shared from Candace Knoll; a member of National Congress of Black Women Foundation, a member of the AntiRacism Coalition of Vancouver and Organizer for the Junior Black Achievement Awards.*

*Gwen Phillips of the Ktunaxa Nation says about data – “we want to come from the grandmother perspective. **We need to know because we care.**”*



The Ministry is committed to Indigenous-specific strategies in the **Declaration Act Action Plan** for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNEESC) and supported by the Ministry.



BC Anti-Racism Action Plan

<https://www2.gov.bc.ca/assets/gov/erase/documents/k-12-anti-racism-strategy.pdf>

Universal Design



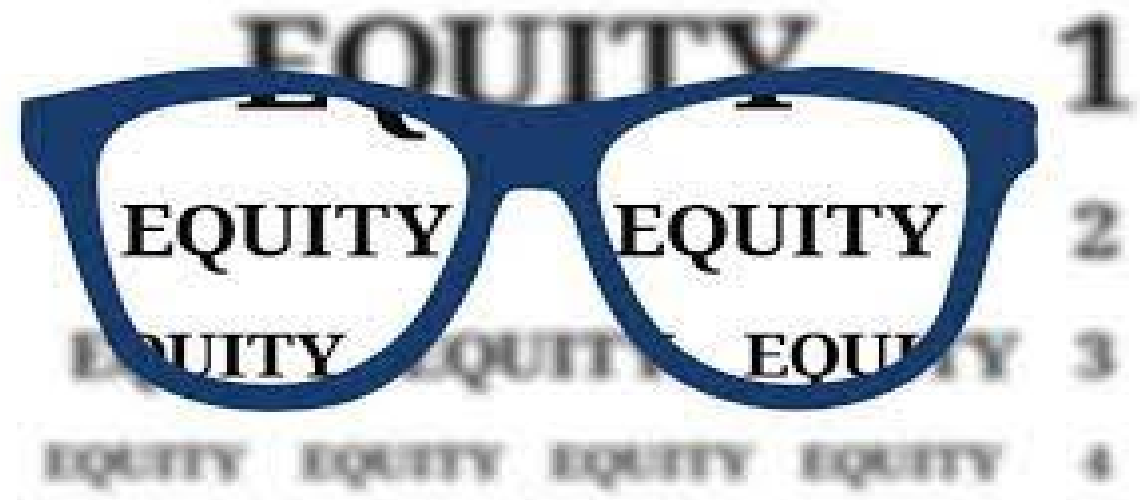
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Universal Design for Learning

- Universal Design for Learning is a means to bring equity in learning experiences and outcomes all learners
- UDL empowers to *self-differentiate* their learning and build autonomy and independence
- While we tend to categorize identity markers such as race, sexual orientation, and neurodiversity, this is not the way the human condition works
- Dichotomous thinking around human characteristics is flawed
- Intersectionality is key in this work

*Fritzgerald 2020; Jung 2021

Using an equity lens



Admit inequities exist - recognize the uneven playing field)



Understand - there can be no predictability of success or failure



Ask - What do youth need to thrive and be successful?



Listen - to Diverse Voices, Believe and Validate



Co-create - access to learning, resources and opportunities

Developing equity fluency/literacy

Appendix A – Guiding Thoughts

INDIVIDUAL	INTERDEPENDENT	INSTITUTIONAL/STRUCTURAL
<p>I understand privilege and know where I have it and how I can use it.</p> <p>I am unpacking my own unconscious bias.</p> <p>I often operate outside my comfort zone. I choose to go there. My own discomfort is my indication that I am doing it.</p>	<p>I think about design interventions.</p> <p>I ask specially focused questions about students not previously served in school.</p> <p>I learn from students; I respond to students. I seek out ways to stay informed and feel the feelings of racialized and marginalized students and how</p>	<p>I identify racial inequities and disparities.</p> <p>I learn about systemic racism.</p> <p>I look at the systems within my context.</p> <p>I ask how the policies either help or harm marginalized/ racialized students</p>

Developing equity literacy/fluency

Appendix B – Guiding questions

INDIVIDUAL
Can I define race, racism, anti-racism and intersectionality?
Do I continue to learn and unlearn about race, racism and anti-racism?
Can I identify my own privilege?
Do I use my privilege to lift others up?
Do I unpack my own unconscious bias?
How often do I choose to

INTERPERSONAL
How often do I ask focused questions about students who are under-served in school?
Have I used empathy to guide my interactions with my racialized students?
What does it mean to belong?
What partnerships am I building to strengthen my teaching practice?
How often do I intervene when resources and programming

INSTITUTIONAL
Do I take the time to learn about systemic racism and how it is manifested in my environment?
Do I take steps to correct oppressive systems at work in my various contexts, even if they are small steps?
Do I consider who the policies are uplifting and who they are oppressing? <i>When I do, what do I do?</i>
What lens do I apply when using and creating assessments, procedures, practices and



‘We have to say “hello” to our problems before we can say “goodbye” to them’.

Elder Gerry Oldman is a member of the St'at'imc Nation from Tsal'alh (Shalalth B.C.)

When students, staff, parents and community members tell us what it feels like to walk in their shoes, we need to

- Listen
 - Believe
 - Validate
-
- Even when it doesn't reconcile with our own experience.
 - This is very hard for most people to do
 - This is the hard work.

Empathy
and
Compassion

Golden Rule versus Platinum Rule

Golden Rule

Platinum Rule

Treat people the
way **YOU** want to
be treated

Treat people the
way **THEY** want to
be treated

Take care of yourself



Signs of compassion fatigue

- Emotional residue
- Caring 'too much'
- Empathic contagion versus empathic understanding
- Difficulty 'turning it off'



Remember:
Compassion fatigue can lead
to burn out

- Take regular temperature checks
- Practice self-care

“

Boundaries are a prerequisite for compassion and empathy.

We can't connect with someone unless we're clear about where we end and they begin. If there's no autonomy between people, then there's no compassion or empathy, just enmeshment.

Brené Brown | ATLAS OF THE HEART



Tips for resilience



kintsukuroi

(n.) (v. phr.) "to repair with gold"; the art of repairing pottery with gold or silver lacquer and understanding that the piece is more beautiful for having been broken

1. Know your buttons and bottom
 - Be attentive to your life experiences, values, beliefs and limits
2. Name it, claim it, tame it
 - Read your red flags
 - Don't let your stress 'leak out sideways'
 - Give yourself permission to be human
3. Take 5
 - 5 deep breaths, 5 steps back, 5 minute walk
4. Get some EEEE's (exercise, eat healthy, engage) and ZZZZ's (SLEEP!)
5. Journaling
6. Seek Support
 - Debrief with a colleague, family friend, support network
 - Benefit plans (e.g. EFAP)

Your learning ...



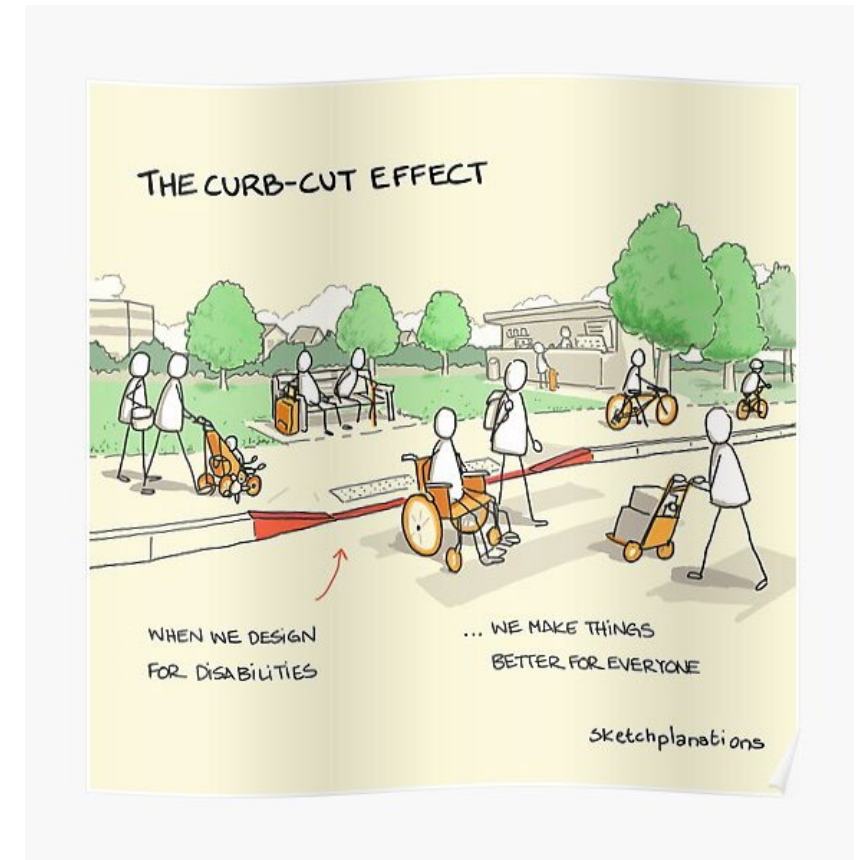
You now have some time to reflect:

- How has this changed you?
- What will you do differently?
- What more do you want to learn?

Curb Cut Effect

“There’s an ingrained societal suspicion that intentionally supporting one group hurts another. That equity is a zero-sum game,” writes Blackwell. “In fact, when the nation targets support where it is needed most—when we create the circumstances that allow those who have been left behind to participate and contribute fully—everyone wins.”

Angela Glover Blackwell, Attorney, Civil Rights Activist, Author, 2017



Questions
and ...



Thank you.